

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Community School for Creative Education

CDS Code: 01 10017 0123968

School Year: 2025-26

LEA contact information:

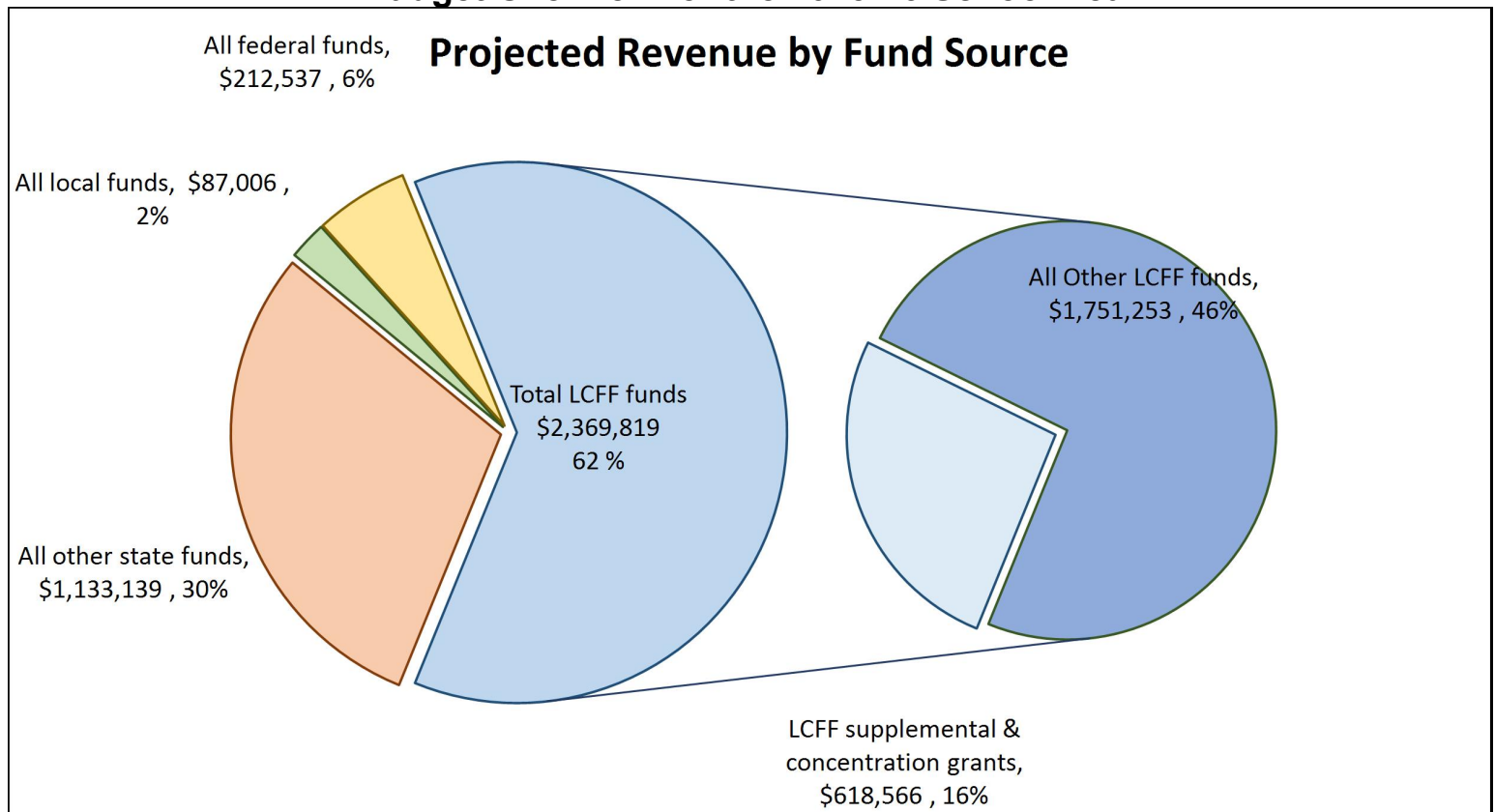
Anayaxy Barraza

Head of School

510-424-4649

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year

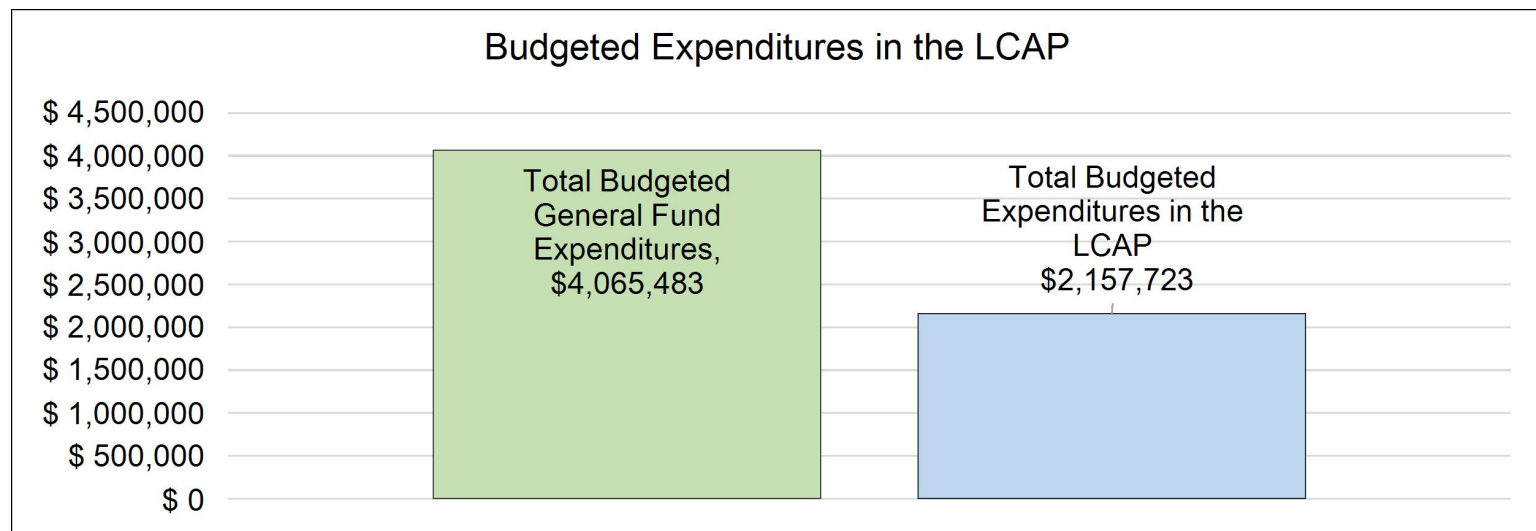


This chart shows the total general purpose revenue Community School for Creative Education expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Community School for Creative Education is \$3,802,501, of which \$2,369,819 is Local Control Funding Formula (LCFF), \$1,133,139 is other state funds, \$87,006 is local funds, and \$212,537 is federal funds. Of the \$2,369,819 in LCFF Funds, \$618,566 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Community School for Creative Education plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Community School for Creative Education plans to spend \$4,065,483 for the 2025-26 school year. Of that amount, \$2,157,723 is tied to actions/services in the LCAP and \$1,907,760 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

These funds support core operational costs necessary to run the school but are not tied to specific LCAP goals. Examples include some professional services such as legal and audit fees. These ensure the school operates efficiently and remains in compliance with state and federal requirements.

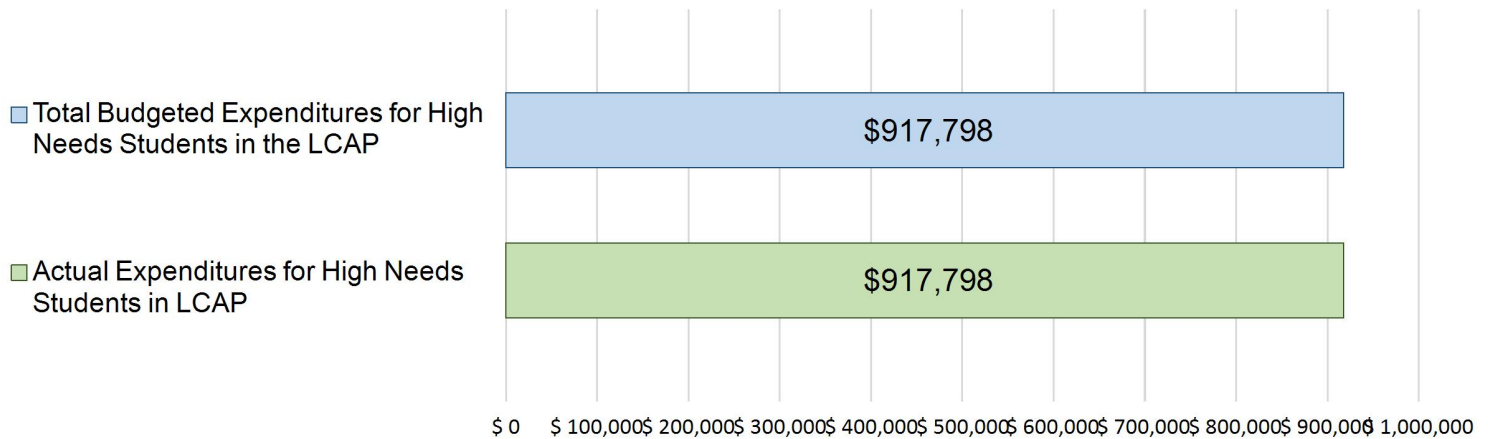
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Community School for Creative Education is projecting it will receive \$618,566 based on the enrollment of foster youth, English learner, and low-income students. Community School for Creative Education must describe how it intends to increase or improve services for high needs students in the LCAP. Community School for Creative Education plans to spend \$932,633 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Community School for Creative Education budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Community School for Creative Education estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Community School for Creative Education's LCAP budgeted \$917,798 for planned actions to increase or improve services for high needs students. Community School for Creative Education actually spent \$917,798 for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Community School for Creative Education	Anaxy Barraza Head of School	anaxyb@communityschoolforcreativeeducation.org 510-424-4649

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Community School for Creative Education (CSCE) TK-8, now entering its fourteenth year, stands as one of the most diverse schools in the San Antonio neighborhood, one of the most diverse areas in Oakland, California, and one of the most diverse cities nationally. CSCE serves its community through a pioneering intercultural Waldorf, standards-aligned, equity-focused full-service community model. The school integrates Waldorf strategies and methods with other best practices within an equity-focused framework to enhance student learning.

CSCE realizes its goals in partnership with key allies. These allies range from local groups, such as Families in Action, and Attitudinal Healing Connection Oakland, to countywide entities like the Alameda County Food Bank, and statewide organizations such as the California Charter Schools Association (CCSA). We are working with Instruction Partners to support coaching and instruction.

We are proud to be the country's first Transitional K-8 Grade Intercultural Public Waldorf School and an equity-focused Full Service Community School.

Community School for Creative Education is a stand-alone charter school within OUSD, chartered through Alameda County. The current enrollment for the 2025-26 school year is 175 students in grades TK-8. The distribution of students is as follows:

Transitional Kindergarten: 3 students

Kindergarten: 12 students

1st Grade: 17 students

2nd Grade: 14 students
3rd Grade: 11 students
4th Grade: 23 students
5th Grade: 29 students
6th Grade: 26 students
7th Grade: 17 students
8th Grade: 23 students

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Community School for Creative Education met the standards in four categories: Basics (Teachers, Instructional Materials, Facilities), Implementation of Academic Standards, Local Climate Survey, and Access to a Broad Course of Study. We also met the Implementation of Academic Standards category in the Local Indicators.

Academic Achievement for English Language Learners: However, there are areas needing significant improvement within the Academic Performance Category. In the English Learner Progress area, we scored an orange and saw a decline of 13.7%, with only 53% of students making progress. Currently, while complete scores for grades 3-8 are pending, the reclassification rate stands at 20% this year, compared to 27% last year. Additional reclassifications are anticipated as more scores become available. There are no comparative scores for K-2 at this time.

Among the 3-8th graders, all but four students demonstrated improvement in their scale points. In the 2018-2019 school year, there were only three newcomers (students who have been in the country for three years or less). This number has significantly increased to 35 newcomers in the 2023-2024 school year.

To support newcomer students, several targeted interventions have been implemented:

Conversation Clubs: These clubs focus on teaching basic English words and phrases.

Reading and Writing Groups: These groups aim to develop literacy skills.

Tutoring Groups: Additional academic support is provided through tutoring.

Dedicated ELD Times: Middle school students have specific times allocated for English Language Development (ELD).

The Multilingual Intervention Specialist monitors all enrolled EL students as well as Reclassified Fluent English Proficient (RFEP) and Initially Fluent English Proficient (IFEP) students for up to four years after reclassification. Monitoring includes reviewing ELPAC scores, F&P/DRA scores, NWEA scores, and other local assessments. Based on these data points, appropriate group placements are determined and adjusted throughout the year according to students' listening, speaking, reading, and writing skills.

Regular meetings are held with middle school students to discuss their progress and prepare them for the upcoming ELPAC. Parents are kept informed through newsletters, text messages, and face-to-face meetings as requested. Teachers receive support, and both initial and summative ELPAC testing are conducted.

To ensure that newcomers, particularly those outside the K-2 range, feel comfortable during testing, individual assessments are conducted to match their English proficiency levels. K-2 students are already tested on a 1:1 basis. Students requiring special education modifications, as well as those who need 1:1 or small group testing based on parental requests, receive tailored testing environments.

Finally, all student successes are celebrated, reinforcing their progress and achievements throughout their educational journey.

Academic Achievement in Mathematics: In mathematics, we declined by 11.7 points, scoring 116.3 points below the standard. This area is extremely important to the success of our students and will require a variety of plans to support growth. This year, we started a pilot after school tutoring program for 5th graders. NWEA data shows that there was a 64th percentile growth in math for this classroom. In the Fall, 54% of students scored in the 1st-20th percentile range and 46% scored in the 21st-40th range. In the Spring, 38% of students in the 5th grade classroom scored in the 1st-20th percentile range, 31% scored in the 21st-40th range and 31% scored in the 41st-60th percentile range. Due to this growth we will be offering school-wide targeted math support two to four days a week through the online platform IXL. We also hosted the inaugural Math-A-Thon for students in grades 4-8 to play Prodigy, an online game that includes targeted topics assigned by teachers and provides assessment data. During this event, more than 1,000 questions were answered correctly by the 28 students in attendance. Next year, our goal is to hold a Math-A-Thon each trimester for the entire student body. We will also support instruction in mathematics through the support of Instruction Partners who will be working with teachers in order to provide coaching and support in best teaching practices. Teacher feedback identified this support as a top priority. Teachers expressed needing ongoing Professional Learning throughout the school year to build practices that would best support student growth.

Academic Achievement in ELA: We maintained our overall performance in English Language Arts but remain 63.7 points below the standard. This dashboard data, Fountass and Pinnell, and NWEA reading data all point to a need for a targeted phonics program across grade levels. There is an especially strong need for reading support in 6th, 7th, and 8th grade where there was an increase in the amount of students scoring in the 1st-20th percentile from the Fall to the Spring terms. In August we held the inaugural week-long, school-wide Read-A-Thon to encourage the love of reading and support teachers in their effort to complete initial reading level assessments for students. Our students read 13, 848 pages and raised \$1,800 to add books to our school library. Our emergent readers in TK and Kindergarten participated through classroom read-alongs and activities and they contributed 446 pages to the overall total pages read. The individual who read the most was a 7th grade student who read 2,808 pages. During the Read-A-Thon week, students completed scavenger hunts, daily reading goals, created artwork inspired by and wrote summaries about the books that they read. These activities continued to be implemented throughout the school year and book reviews became incentives for prizes and extra credit opportunities. Our goal is to do at least two Read-A-Thons in the next school year.

Chronic Absenteeism: Chronic absenteeism was rated as yellow despite the efforts of our ELOP Coordinator. The Chronic Absenteeism category saw a decline of 13.5%, but 48.6% of students are still chronically absent. However, Unified Insights through Power School indicates that 37.95% are chronically absent. To address this issue, we implemented incentives for regular attendance, daily calls, and a more targeted approach to absenteeism. ADA for Transitional Kindergarten showed the most growth at 5.28% year to date due in large part to the consistent check-ins and attendance reward system. Each trimester an Awesome Attendance movie nights and nacho parties were organized by our ELOP Coordinator to celebrate students and their families for achieving 95% attendance or higher. Students were given an

attendance certificate and invitations to these events became highly sought after and served as motivation for students to strive for more consistent attendance. In trimester 1, 88 students achieved 95% or better, 23 of those reached 100%. In trimester 2, 56 students achieved 95% or better, five at 100%; and trimester 3, 53 students achieved 95% or better, with five students reaching 100%. In total 197 students reached the 95% milestone at the end of each trimester this year. SARB meetings were scheduled with families with the most frequent absences and we stressed the importance of school attendance for academic and social emotional growth of students. During these meetings a safe and understanding environment was of utmost importance which led families to being more transparent with the reasons and difficulties they were facing in getting their student to school each day. The most common difficulties faced were the lack of transportation and students needing more social-emotional support to feel comfortable at school. We worked to provide transportation via Clipper Cards, the addition of an early drop-off program, academic tutoring after school, and social-emotional support through our Educationally Related Mental Health Service provider, which led to an increase in attendance. Moving forward, we must continue these efforts and provide more individualized support to families to further reduce absenteeism.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Not applicable

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Not applicable

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Not applicable

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
Families and students	<p>1. Distribution of Summary Document: We created a summary document outlining the LCAP goals and actions for 2024–2025, including planned additions for the upcoming school year. The document, available in both English and Spanish, was sent home with students. Families were invited to provide feedback—specifically on what has worked well and where our approach to the goals might be improved—via a survey linked through a QR code.</p> <p>2. ParentSquare Posting: On May 6th, we also posted the summary document on ParentSquare and again invited families to share feedback through the survey. While we have not received formal responses yet, we recognize this as an indication that we may need to adjust how we engage families moving forward to ensure their voices are heard.</p>
Teachers and Staff	<p>1. Distribution of Summary Document: On May 9th, we shared a summary document with teachers and staff outlining the LCAP goals and actions for 2024–2025. The goals remain consistent, but we invited feedback on how we approach and implement them.</p> <p>2. Detailed Google Survey: On May 14th, we followed up with a detailed Google Survey asking teachers to reflect on how successful they felt we were in meeting our goals and to provide input on what aspects of our approach were effective and where we may need to shift strategies moving forward.</p>

Educational Partner(s)	Process for Engagement
Administrators and Principals	<p>1. Review of Previous LCAP: Our team reviewed the previous LCAP and used this information to create a summary document outlining the LCAP goals and actions for 2024–2025, including planned additions for the upcoming school year.</p> <p>2.Feedback on Engagement: We asked for feedback from our admin team specifically on what aspects of our engagement efforts worked well and where we need to adjust our approach. While the goals remain the same, this feedback is helping us refine how we work toward them more effectively.</p> <p>3. Final Review and Input: The admin team will continue to provide input on our strategies and will have the opportunity to review the final LCAP draft to ensure our collective insights are reflected before submission.</p>

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP for 2024–2025 was directly shaped by the feedback provided by our educational partners. Input was gathered through informal conversations with families and students, structured surveys with teachers, and ongoing discussions with administrators and staff. Families and students reinforced the importance of prioritizing core academic areas, particularly Math and ELA, which remain central in this year’s goals.

Teachers and staff emphasized ongoing challenges with attendance and the need for additional curriculum training. These concerns were directly incorporated into the actions and strategies outlined in the LCAP. Administrators used insights from previous years and integrated this feedback to strengthen implementation rather than shift direction.

In addition, we asked all stakeholders to reflect on what worked well this school year. That feedback helped us identify areas where we are gaining traction and where we can adjust our approach to be more effective—without changing the goals themselves. These refinements aim to build on current successes while addressing persistent challenges.

While formal feedback from families and students was limited, this highlighted a clear need to improve engagement practices. As a result, increasing meaningful parent involvement has been included as a specific area of focus.

Ultimately, we chose to sustain and build upon the LCAP goals from 2022–2023, as both stakeholder feedback and student data indicate that continued attention to these priorities will drive deeper impact over time.

--

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Maintain a safe, nurturing learning environment in which students receive high-quality instruction	Focus Goal

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

The goal-setting process was driven by a comprehensive data analysis from multiple sources. We examined dashboard information covering suspension rates, chronic absenteeism, and academic achievement data. Additionally, feedback from informal conversations with families, survey data from students, and detailed responses from teacher surveys were crucial in shaping our goals. This holistic approach ensures that our strategies are grounded in evidence and responsive to the needs of our entire school community. By maintaining a safe and nurturing learning environment and providing high-quality instruction, we aim to support all students in achieving their full potential, both academically and personally.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Fully Credentialed and Appropriately Assigned Teachers	0% Clear (Source: Dashboard 2023 report for 2021-22 Teacher Assignment Monitoring)	0% Clear (Source: Dashboard 2024 report for 2022-23 Teacher Assignment Monitoring)		95% "Clear" Credentialed Teachers	0%
1.2	Access to Standards–Aligned Instructional Materials	100% teachers/students with access to standards- aligned curricula (ELA,ELD,math,	100% teachers/students with access to standards- aligned curricula (ELA,ELD,math,		Maintain 100% teachers/students with access to standards- aligned curricula (ELA, ELD, math,	0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		science, and social science)	science, and social science)		science, social science, and social science)	
1.3	Facilities in “Good” Repair as Measured by Facility Inspection Tool (FIT)	Score: 100% Rating: Exemplary	Score: 100% Rating: Exemplary		Maintain Williams Facility rating >90%	0%
1.4	Implementation of State Standards	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)	Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5 (Source: Local reporting for the 2022-23 CA Dashboard Local Indicators)		Maintain Implementation of State Standards ELA 5, ELD 5, Math 5, NGSS 5, History 5	0
1.5	Teacher Perception of Professional Development Impact & Support	92.3% Stated Wednesday's collaborative time deepened their ability to create more effective lessons. 100% Teachers responded to Instruction Partner's Survey (Source: Instruction Partners CSCE Teacher Survey Survey administered for 2023-24)	This metric was not assessed during the 2024–2025 school year. We plan to include it in our data collection and analysis next year.		Participation: 95% Rating: 4	Participation: -95%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.6	Access to and enrollment in a broad course of study	Students have access to a broad course of study (Source: Local reporting for 2022-23 CA Dashboard Local Indicators)	Students have access to a broad course of study (Source: Local reporting for 2023-24 CA Dashboard Local Indicators)		Maintain student's access to a broad course of study.	0%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–2025 school year, we successfully implemented most of the planned actions aligned to this goal. Students had consistent access to standards-aligned instructional materials, and we ensured strong implementation of state standards across grade levels. Our facility remained in good repair, as confirmed by the most recent inspection, and all students had access to and were enrolled in a broad course of study that supports their academic and social-emotional development.

However, we experienced notable challenges in maintaining a fully credentialed and appropriately assigned teaching staff. While most positions were filled, three teachers were in the process of completing their induction and credentialing programs. We continue to support them through mentorship and professional development, but this remains an area for growth.

One key area that was not fully addressed this year was measuring teacher perception of professional development impact and support. While professional development was provided, we did not collect formal feedback from teachers to assess the effectiveness or relevance of that support. As a result, we recognize the need to refocus on gathering and responding to teacher input in the coming year to ensure our efforts are aligned with their needs and experiences.

Overall, the implementation of this goal showed strong progress in several foundational areas, with clear next steps identified to improve staffing and teacher support moving forward.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures, nor between the planned percentages of improved services and the estimated actual percentages.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented during the 2024–2025 school year were largely effective in making progress toward the goal of maintaining a safe, nurturing learning environment with high-quality instruction and support. Access to standards-aligned instructional materials, strong implementation of state standards, well-maintained facilities, and broad course offerings all contributed positively to the student experience.

However, challenges with fully credentialed and appropriately assigned teachers limited the overall effectiveness in this area. While efforts to support teachers in induction and credentialing programs are underway, staffing remains an area for continued focus. Additionally, the lack of data on teacher perceptions of professional development reduced our ability to evaluate and adjust support strategies. Addressing this gap will be critical to ensuring continued progress toward the goal in future years.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from the 2024–2025 school year, no changes were made to the overall goal or target outcomes, as the goal remains relevant and aligned with student and staff needs. However, we have made adjustments to our planned actions and metrics to strengthen implementation. Specifically, we will refocus efforts on gathering teacher perception data related to professional development impact and support, which was not adequately addressed this year. This will allow us to better assess the effectiveness of our professional learning efforts and make necessary adjustments. Additionally, we will continue to monitor staffing more closely and provide targeted support to educators in the credentialing process to address ongoing challenges with fully credentialed teacher assignments.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Enhance Instructional Support and Data-Driven Teaching	a. We will collaborate with instructional partners to provide coaching support to teachers on ELA and math standards and instruction. b. We will gather data through assessments and use this data to inform instruction every four weeks. c. Teacher collaboration will be increased on Wednesday professional development days to further support student achievement.	\$53,585.00	No

Action #	Title	Description	Total Funds	Contributing
		d. We will implement cycles of observations and coaching to continuously improve teaching practices.		
1.2	Expanded Learning Support Through ELOP	<p>Comprehensive Summer Program to Accelerate Academic Growth</p> <p>a. Offer a 4-week Summer Learning Lab from June 3, 2024 - June 28, 2024 that focuses on small group rotations including teacher led assessments and single skill mastery, independent student work, and technology based learning such as the use of IXL for Math and Air Reading for reading and comprehension. The two main goals for students during the summer program are to increase one reading level and master one math topic. The preeminent staff goal is to gain comfortability with creating and managing group rotation with multiple modalities.</p> <p>b. Utilize student performance pre- and post-standardized assessments to support students in particular areas of need in math and reading.</p> <p>c. Use ELPAC Scores and disaggregated Fountas and Pinnell and NWEA scores to individualize ELD instruction.</p> <p>Holistic After-School Support: Enhancing Academic Achievement and Social-Emotional Well-Being through Tutoring, Hiking Club and SEL Small Groups</p> <p>Program Design and Planning:</p> <p>a. Tutoring Program: Identify key academic areas needing support, focusing on core subjects such as math, reading, and writing via teacher input and online assessments. Develop a structured tutoring schedule that aligns with students' academic needs. Use technology to provide additional targeted one to one support with IXL for Math, ELA and Social Studies; Prodigy for Math and ELA, Air Reading for reading and comprehension, in addition to other programs we may discover and prove beneficial.</p> <p>b. Hiking Club Wednesday hiking club at our local parks to educate students on their local natural resources and habitats. Students will participate in meditations, mindfulness, artistic expressions with multiple mediums, both natural and artificial. Students will also do weekly journaling, chronicling and analyzing their week.</p> <p>c. SEL Small Groups:</p>	\$320,108.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Working with classroom teachers and our ERMHS provider to identify students who would benefit from social-emotional learning in a safe and private setting. Groups will use one of the grade-level appropriate, topic based SEL curriculums introduced in the summer learning program. Students will receive in-platform points that can be exchanged into the PBIS reward system.</p> <p>d. Community and Family Engagement:</p> <p>Tutoring Program:</p> <p>Keep parents informed about their child's progress through regular updates and parent-teacher conferences.</p> <p>Encourage parent involvement by offering workshops on how to support their child's learning at home, as well as improve their personal educational abilities.</p> <p>Hiking Club:</p> <p>Involve families in select hiking activities to strengthen community bonds and encourage family fitness.</p> <p>Share stories and photos from hikes in school newsletters and social media to celebrate achievements, foster a sense of community, and encourage participation.</p>		
1.3	Integrating Waldorf Coaching with Eureka Math and Imagine Learning for Holistic Student Development	<p>a. Waldorf Coaching Integration: Collaborate with Waldorf education experts to provide coaching to teachers, focusing on the integration of Waldorf principles with the Eureka Math curriculum and Imagine Learning EL education program.</p> <p>b. Professional Development Workshops: Conduct regular workshops for teachers on effective strategies for blending Waldorf methods with Eureka Math and Imagine Learning. These workshops will emphasize hands-on, experiential learning, and holistic development.</p> <p>c. Collaborative Planning Sessions: Facilitate weekly planning sessions where teachers can collaborate with Waldorf coaches and instructional partners to design lesson plans that incorporate Waldorf strategies alongside the Eureka Math and Imagine Learning curricula.</p> <p>d. Classroom Observations and Feedback: Implement cycles of classroom observations and feedback sessions to support teachers in refining their instructional practices. Waldorf coaches will provide constructive feedback and share best practices for integrating the curricula.</p>	\$11,000.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>e. Resource Development: Create and distribute resource materials that highlight successful integration techniques and provide practical examples of how to combine Waldorf education principles with the academic rigor of Eureka Math and Imagine Learning.</p> <p>f. Student Assessment and Adjustments: Use ongoing assessments, including standardized tests and Waldorf-specific evaluation methods, to monitor student progress. Adjust instructional strategies based on assessment data to ensure that both academic and holistic development needs are being met.</p> <p>g. Community Engagement: Organize informational sessions for parents and the broader school community to explain the benefits of integrating Waldorf coaching with the established curricula. Showcase student work and progress to illustrate the impact of this blended approach.</p>		
1.4	Targeted Foundational Literacy with UFLI Foundations	<p>a. Program Implementation and Training: Conduct professional development workshops for all educators on the UFLI Foundations program. Provide ongoing support and coaching to ensure effective program delivery.</p> <p>b. Assessment and Benchmarking: Administer initial assessments using UFLI's scoring and sequencing tools to establish baseline literacy levels. Set specific, measurable literacy targets for each grade level based on initial assessment results.</p> <p>c. Data-Driven Instruction: Utilize assessment data to identify students' specific foundational skill gaps. Develop individualized learning plans tailored to address identified needs.</p> <p>d. Targeted Instructional Strategies: Implement small group and one-on-one instruction focused on critical foundational skills such as phonemic awareness, phonics, and decoding. Integrate UFLI Foundations activities into daily reading instruction across all grades.</p> <p>e. Progress Monitoring: Conduct regular formative assessments to track student progress and adjust instructional strategies as needed.</p>	\$110,105.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Use data from progress monitoring to provide targeted interventions for students who are not meeting benchmarks.</p> <p>f. Family and Community Engagement: Host informational sessions for families to explain the UFLI Foundations program and its role in improving reading outcomes. Provide resources and activities for families to support literacy development at home.</p> <p>g. Evaluation and Reporting: Analyze end-of-year assessment data to evaluate the effectiveness of the UFLI Foundations program. Prepare detailed reports on student progress and program outcomes to share with stakeholders and inform future instructional planning.</p> <p>h. Sustainability and Continuous Improvement: Establish a literacy leadership team to oversee the ongoing implementation and refinement of the program. Regularly review and update instructional practices based on the latest research and feedback from educators and students.</p>		
1.5	Facilities, Curriculum and Credentialed teachers	<p>This action focuses on providing facilities, curriculum and fully credentialed teachers for all students including English Learners, Foster Youth and Low-Income students.</p> <p>a. Maintain safe and Clean Facilities for all students. b. Ensure classroom staff are highly qualified. c. Support Beginning teachers through Induction d. Provide all students with sufficient instructional materials</p>	\$832,528.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Comprehensive Support Strategies for Diverse Learner Achievement	Focus Goal

State Priorities addressed by this goal.

Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

<p>This goal has been revised for the 2024-25 school year to ensure comprehensive support for all students, with a particular focus on our most vulnerable populations. Our aim is to address reading and math achievement while providing the necessary language supports to enable students to demonstrate annual growth in skills and standards. We will monitor and analyze local state-verified data and academic marks strategically to drive instructional decisions. Given the diverse language abilities and academic and behavioral needs within our student enrollment, ensuring robust reading and math supports is essential in preparing our students for college and career readiness. Additionally, by emphasizing mental health supports and social-emotional learning, we aim to create a nurturing and supportive environment that supports the whole child and fosters overall student well-being and academic success.</p> <p>The goal-setting process was driven by a comprehensive data analysis from multiple sources. These included NWEA MAP, SBAC, and Fountas and Pinnell assessments. Additionally, we examined dashboard information covering academic achievement data. The feedback from informal conversations with families, survey data from students, and the detailed responses from the teacher surveys were also crucial in shaping this goal.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Dashboard English/Language Arts Indicator	2022-2023 Dashboard ELA & CAASPP -School "Orange" -63.7 DFS; 23.2% Met/Exceeded	2023-2024 Dashboard ELA & CAASPP -School "Red" - 82.8 DFS; -English Learners "Red" -100.8		Dashboard Indicator "Yellow"	2023-2024 Dashboard ELA & CAASPP -School "Red" - 19.1 points -English Learners "Red" -21.3 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		-English Learners "Red" -79.5 DFS;14.93% Met/Exceeded -SPED "No Color" -72.3 DFS; 23.81% Met/Exceeded -Hispanic "Red" -72.5 DFS;19.5% Met/Exceeded -Socioeconomically Disadvantaged "Orange" -72.3 DFS; 22.88% Met/Exceeded (Source: 2023 Dashboard)	-SPED "No Color" -88.3 DFS; -Hispanic "Red" - 96 DFS;19.5% - Socioeconomically Disadvantaged "Red" -83.1 DFS (Source: 2024 Dashboard)			-SPED "No Color" -16.1 points -Hispanic "Red" - 23.5 points - Socioeconomically Disadvantaged "Red" -15.2 points
2.2	Dashboard Mathematics Indicator	2022-2023 Dashboard Mathematics & CAASPP -School "Red" -116.3 DFS 10.93% Met/Exceeded -English Learners "Red" -121.4 DFS, 5.71% Met/Exceeded -SPED "No Color" - 131.3 DFS, 9.09% Met/Exceeded -Hispanic "Red" -126.7 DFS 19.5% Met/Exceeded -Socioeconomically Disadvantaged "Red" - 121.4 DFS 22.88% Met/Exceeded (Source: 2023 Dashboard)	2023-2024 Dashboard Mathematics & CAASPP -School "Red" - 114.4 DFS -English Learners "Red" -132.8 DFS -SPED "No Color" -168 DFS -Hispanic "Red" - 132.3 DFS - Socioeconomically Disadvantaged "Orange" -116.4 DFS (Source: 2024 Dashboard)		Dashboard Indicator "Orange"	2023-2024 Dashboard Mathematics & CAASPP -School "Red" - maintained 2 points -English Learners "Red" -11.4 points -SPED "No Color" -36.7 -Hispanic "Red" - 11.4 points - Socioeconomically Disadvantaged "orange"- increased 4.9 points

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						(Source: 2024 Dashboard)
2.3	Dashboard English Language Progress Indicator (ELPI)	53% English learners making progress toward English Language Proficiency “Orange” (Source: 2023 Dashboard ELPI Indicator)	50% English learners making progress toward English Language Proficiency “Orange” (Source: 2024 Dashboard ELPI Indicator)		Dashboard Indicator “Yellow”	Declined 3% (Source: 2024 Dashboard)
2.4	Reclassification Rate	13.08% Reclassification Rate for 2022-23 (Source: Local Reporting via CALPADS)			20% Reclassification Rate	

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–2025 school year, all planned actions under this goal were fully implemented. These included Tier 2 interventions in math and reading, targeted supports for English Learners, individualized services for students with IEPs, and comprehensive programs to support students’ social-emotional and mental health. Full implementation of these strategies is a key success and reflects our commitment to meeting the diverse needs of our students.

However, while anecdotal evidence—such as increased engagement, improved behavior, and teacher-reported growth—suggests these supports are having a positive impact, the most recent California School Dashboard data from the 2023–2024 school year shows a decline in several assessment indicators. At this time, the 2024–2025 Dashboard has not yet been released, so we are not able to determine whether recent improvements in implementation have translated into measurable gains.

As we await updated data, we will continue to monitor student progress internally and refine our support systems to ensure all students are set up for success.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented to support Comprehensive Support Strategies for Diverse Learner Achievement have been partially effective in making progress toward the goal. All planned interventions—such as Tier 2 academic supports, targeted services for English Learners, individualized support for students with IEPs, and social-emotional and mental health programs—were fully implemented. These actions have shown positive anecdotal results, including increased student engagement, improved classroom behavior, and stronger connections between students and staff.

However, formal outcome data from the 2023–2024 California School Dashboard indicated a decline in several key assessment indicators, suggesting that while the strategies were implemented with fidelity, they did not yet produce measurable academic gains at the school-wide level. As we await 2024–2025 data, we will continue to monitor internal progress measures and adjust the intensity and focus of our interventions to better meet student needs and accelerate growth.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from the 2024–2025 school year, no changes have been made to the overall goal, metrics, or target outcomes, as the goal remains essential to supporting diverse learner achievement. However, we recognize the need to strengthen how we monitor progress and evaluate the impact of our actions. As a result, we will focus on improving data tracking and analysis systems in the coming year. This will allow us to better identify student needs in real time, measure the effectiveness of interventions, and make timely adjustments to support improved academic and social-emotional outcomes.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Targeted Success: Tier 2 Interventions for Enhanced Math	Provide targeted interventions for students identified as needing Tier 2 supports. a. Identification and assessment:	\$196,357.00	Yes

Action #	Title	Description	Total Funds	Contributing
	and Reading Achievement	<p>Initial Screening: Conduct comprehensive assessments at the beginning of the school year to identify students who require Tier 2 support in math and reading including a dyslexia screener for Kinder-2.</p> <p>Ongoing Monitoring: Use regular formative assessments, including NWEA MAP assessments and Fountas & Pinnell (F&P) Benchmark Assessment System, to continually identify students who may need additional support throughout the year.</p> <p>b. Program Structure:</p> <p>Pull-Out Sessions:</p> <p>Reading: Implement focused pull-out sessions using UFLI Foundations for targeted students, concentrating on phonemic awareness, phonics, and decoding skills.</p> <p>Math: Conduct pull-out sessions using Eureka Math to reinforce key concepts and address specific skill gaps.</p> <p>Push-In Support:</p> <p>Reading: Provide in-class support during literacy blocks, where intervention specialists work with small groups or individual students using UFLI activities.</p> <p>Math: Incorporate push-in support during math instruction, allowing intervention specialists to assist students with Eureka Math problem sets and homework.</p> <p>c. Instructional Strategies:</p> <p>Reading Support:</p> <p>Use explicit, systematic instruction tailored to each student's needs based on UFLI Foundations.</p> <p>Engage students in multisensory learning activities to enhance their decoding and comprehension skills.</p> <p>Math Support:</p> <p>Utilize Eureka Math's coherent and sequenced lessons to build strong foundational skills.</p> <p>Provide hands-on, practical activities that reinforce conceptual understanding and problem-solving abilities.</p> <p>d. Data Collection and Analysis:</p> <p>Progress Monitoring:</p> <p>Regularly track student progress using NWEA MAP assessments, F&P Benchmark Assessments, and UFLI and Eureka Math assessment tools.</p> <p>Maintain detailed records of student performance, documenting areas of improvement and ongoing challenges.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>Data Review Meetings: Hold bi-weekly meetings with intervention specialists and classroom teachers to review student progress data. Adjust instructional strategies and intervention plans based on data insights.</p> <p>Growth Monitoring: Use data from NWEA and F&P to monitor ongoing growth and predict improvements in CAASPP scores.</p> <p>e. Collaboration and Communication: Teacher Collaboration: Foster ongoing communication between intervention specialists and classroom teachers to ensure consistency and alignment in instructional approaches. Share best practices and resources to enhance overall support for struggling students.</p> <p>Family Engagement: Regularly update families on their child's progress and provide strategies for supporting learning at home. Offer workshops and resources to help parents understand UFLI and Eureka Math methodologies.</p> <p>f. Evaluation and Reporting: At the end of each term, evaluate the effectiveness of Tier 2 interventions through comprehensive data analysis. Prepare detailed reports summarizing student progress and program outcomes to inform stakeholders and guide future planning.</p> <p>g. Continuous Improvement: Regularly review and refine intervention strategies based on feedback from teachers, students, and families. Stay informed on the latest research and best practices in math and reading interventions to continuously improve support for struggling students.</p>		
2.2	Develop interventions and practices to support English	We currently Develop interventions and practices to support English Learner achievement and create systems to monitor and track progress through data analysis and collaboration between teams. By providing increased	\$12,895.00	Yes

Action #	Title	Description	Total Funds	Contributing
	Learner achievement.	<p>access to interventions and practices to strengthen student learning and progress toward English mastery.</p> <p>a. Identification and Assessment Initial Screening: Conduct comprehensive assessments on students new to our school. If the student is new to the state or new to the country</p> <p>b. Identification and Assessment: Initial Screening: Conduct comprehensive assessments at the beginning of the school year to identify students who require Tier 2 support in math and reading including a dyslexia screener for Kinder-2. Ongoing Monitoring: Use regular formative assessments, including NWEA MAP assessments and Fountas & Pinnell (F&P) Benchmark Assessment System, to continually identify students who may need additional support throughout the year.</p> <p>c. Program Structure: Pull-Out Sessions: Reading: Implement focused pull-out sessions using UFLI Foundations for targeted students, concentrating on phonemic awareness, phonics, and decoding skills. Math: Conduct pull-out sessions using Eureka Math to reinforce key concepts and address specific skill gaps. Push-In Support: Reading: Provide in-class support during literacy blocks, where intervention specialists work with small groups or individual students using UFLI activities. Math: Incorporate push-in support during math instruction, allowing intervention specialists to assist students with Eureka Math problem sets and homework. Instructional Strategies: Reading Support: Use explicit, systematic instruction tailored to each student's needs based on UFLI Foundations. Engage students in multisensory learning activities to enhance their decoding and comprehension skills. Math Support: Utilize Eureka Math's coherent and sequenced lessons to build strong foundational skills. Provide hands-on, practical activities that reinforce conceptual understanding and problem-solving abilities.</p>		

Action #	Title	Description	Total Funds	Contributing
		<p>d. Data Collection and Analysis:</p> <p>Progress Monitoring: Regularly track student progress using NWEA MAP assessments, F&P Benchmark Assessments, and UFLI and Eureka Math assessment tools. Maintain detailed records of student performance, documenting areas of improvement and ongoing challenges.</p> <p>Data Review Meetings: Hold bi-weekly meetings with intervention specialists and classroom teachers to review student progress data. Adjust instructional strategies and intervention plans based on data insights.</p> <p>Growth Monitoring: Use data from NWEA and F&P to monitor ongoing growth and predict improvements in CAASPP scores.</p> <p>e. Collaboration and Communication:</p> <p>Teacher Collaboration: Foster ongoing communication between intervention specialists and classroom teachers to ensure consistency and alignment in instructional approaches. Share best rpractices and resources to enhance overall support for struggling students.</p> <p>Family Engagement: Regularly update families on their child's progress and provide strategies for supporting learning at home. Offer workshops and resources to help parents understand UFLI and Eureka Math methodologies.</p> <p>f. Evaluation and Reporting: At the end of each term, evaluate the effectiveness of Tier 2 interventions through comprehensive data analysis. Prepare detailed reports summarizing student progress and program outcomes to inform stakeholders and guide future planning.</p> <p>g. Continuous Improvement: Regularly review and refine intervention strategies based on feedback from teachers, students, and families. Stay informed on the latest research and best practices in math and reading interventions to continuously improve support for struggling students.</p>		

Action #	Title	Description	Total Funds	Contributing
2.3	Provide Individualized Support to Special Education Students	<p>Provide Individualized Support to Special Education Students</p> <p>a. Identification and Assessment:</p> <p>Initial Screening: Conduct comprehensive assessments after referral is submitted.</p> <p>Hold an IEP meeting to discuss eligibility, goals, accommodations, modifications, services, etc.</p> <p>Ongoing Monitoring: Use regular formative assessments, including NWEA MAP assessments and Fountas & Pinnell (F&P) Benchmark Assessment System, to assess progress on IEP goals.</p> <p>b. Program Structure:</p> <p>Pull-Out Sessions:</p> <p>All academic areas: Use differentiated instruction, interventions, and resources based on the IEP.</p> <p>Push-In Support:</p> <p>Reading: Provide in-class support during literacy blocks, where intervention specialists work with small groups or individual students using UFLI activities or other literacy programs and interventions.</p> <p>Math: Incorporate push-in support during math instruction, allowing intervention specialists to assist students with Eureka Math problem sets and homework or other targeted programs and interventions.</p> <p>c. Instructional Strategies:</p> <p>Reading Support:</p> <p>Use explicit, systematic instruction tailored to each student's needs based on IEP goals.</p> <p>Engage students in multisensory learning activities to enhance their decoding and comprehension skills.</p> <p>Math Support:</p> <p>Utilize Eureka Math's coherent and sequenced lessons and other targeted intervention programs to build strong foundational skills.</p> <p>Provide hands-on, practical activities that reinforce conceptual understanding and problem-solving abilities.</p> <p>d. Data Collection and Analysis:</p> <p>Progress Monitoring:</p> <p>Regularly track student progress using NWEA MAP assessments, F&P Benchmark Assessments, and UFLI and Eureka Math assessment tools.</p> <p>Maintain progress reports in SEIS.</p>	\$357,655.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>Data Review Meetings: Hold weekly meetings with intervention specialists and classroom teachers to review student progress data. Adjust instructional strategies and intervention plans based on data insights.</p> <p>Growth Monitoring: Use data from NWEA and F&P, formal and informal assessments to monitor ongoing growth and predict improvements in CAASPP scores Hold annual IEP meetings and update progress on yearly goals and create new goals.</p> <p>e. Collaboration and Communication: Teacher Collaboration: Foster ongoing communication between intervention specialists and classroom teachers to ensure consistency and alignment in instructional approaches. Share best practices and resources to enhance overall support for struggling students.</p> <p>Family Engagement: Regularly update families on their child's progress and provide strategies for supporting learning at home. Hold yearly IEP meetings in order to review IEP and update changes as needed.</p> <p>f. Evaluation and Reporting: At the end of each term, evaluate the effectiveness of IEP interventions through comprehensive data analysis. Prepare detailed reports summarizing student progress and program outcomes to inform stakeholders and guide future planning.</p> <p>g. Continuous Improvement: Regularly review and refine intervention strategies based on feedback from teachers, students, and families. Stay informed on the latest research and best practices in Special Education strategies and laws to continuously improve support for students with learning disabilities.</p>		

Action #	Title	Description	Total Funds	Contributing
2.4	Support Student Social Emotional and Mental Health	<p>a. Students are referred for Special Education assessments and the comprehensive assessment includes tests for anxiety, depression, and emotional disturbance. Based on the results of those tests, our ERMHS clinician creates goals and offers individual and/or group counseling sessions to those students as needed. The goals are monitored through counseling session notes and within the IEP document and services are tracked through a spreadsheet.</p> <p>b. Counseling sessions are also offered to students through the COST program, where staff and family members come together to discuss areas of need for a particular student. When the area of need is mental health related, the counselor will offer 6 - 8 weeks of counseling sessions. After that period of time, the team reconvenes to discuss if further sessions are needed, or if the student should be referred for Special Education.</p>	\$137,591.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Maximize engagement in our school's mission and vision by encouraging active participation from students, parents and community members.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

After COVID-19, our school has relied heavily on a small core group of families who are consistently engaged and help with events. While their dedication is invaluable, we aim to broaden participation to include a larger portion of our school community. We want to foster a more inclusive environment where more parents and community members feel comfortable and empowered to participate in school events and decision-making processes. Expanding this engagement will strengthen our school community, enhance diverse perspectives, and better support our mission and vision.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Student Survey including measure of safety and connectedness (grades 2-8)	51 out of 87 (58.6%) elementary and 53 out of 90 (58.8%) middle school students completed survey on Panorama.	56 out of 75 elementary (74.6%) and 50 out of 67 (74.6%) middle school students completed survey on Panorama.		75% Elementary student and 75% middle school student completion of Panorama survey.	16% increase in completion of the Panorama survey for elementary and 15.8% increase in completion of the survey for middle school.
3.2	Parent Information Survey	Families completed a survey addressing various aspects such as housing, technology access, availability,	18 out of 127 (15%) families completed the Parent Information Survey at the		65% of families completing the survey.	15% decline from baseline in survey completion.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		volunteering preferences, community connections, areas where support is needed, and special skills. We received 33 responses (30%) in English and 13 in Spanish out of 150 families enrolled.	beginning of the school year.			
3.3	Parent Surveys including measure of safety and connectedness	TBD - Baseline to be established using Panorama in 24-25	19 out of 127 (15%) completed the panorama survey at the end of the 2024-2025 school year.		30% of parents completing the survey.	15% increase in parent completion of the survey on Panorama.
3.4	Teacher Culture and Climate Surveys	TBD - Baseline to be established using Panorama in 24-25	17 out of 18 - 94% of staff completed surveys. 7 out of 7-100% teachers completed surveys.		100% of teachers and staff completing the survey.	94% increase in staff Panorama completion and 100% increase in teacher Panorama completion.
3.5	Dashboard Suspension Indicator	<ul style="list-style-type: none"> All Students 3.1% (Red) African American 0% Latino 3% (Orange) Socioeconomically Disadvantaged 2.8% (Orange) 	<ul style="list-style-type: none"> All Students 1.7% (Green) African American - Data not displayed for privacy Latino .7% (Blue) 		"Orange" Indicator	<ul style="list-style-type: none"> All Students-Declined 1.4% African American -Data not displayed for privacy Latino (Blue)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<ul style="list-style-type: none"> Students with Disabilities 2.4% (Orange) English Learner 3.5% (Orange) (Source: 2023 California Dashboard)	<ul style="list-style-type: none"> Socioeconomically Disadvantaged (Green) 1.5% Students with Disabilities 2.8% (Orange) English Learner .8% (Green) (Source: 2024 California Dashboard)			Declined 2.3% <ul style="list-style-type: none"> Socioeconomically Disadvantaged (Green) - Declined 1.3% Students with Disabilities (Orange)- Declined .3% English Learner- Declined 2.7% (Green) (Source: 2024 California Dashboard)
3.13	Expulsion	0%	0%		Maintain current rate	0%
3.14	Dashboard Chronic Absenteeism Indicator	All students 48.6% (Yellow) English Learners 44.2% (Orange) Hispanic 48.9% (Orange) Students with Disabilities 56.4% (Orange)	-All students 38.1% (Yellow) -English Learners 33.9% (Orange) -Hispanic 35.7% (Orange) -Students with Disabilities 50% (Orange)		"Yellow" Indicator	-All students (Yellow) - Declined 10.4% -English Learners (Orange)- Declined 10.4% -Hispanic (Orange)- Declined 13.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Socioeconomically Disadvantaged 51.2% (Yellow)	- Socioeconomically Disadvantaged 39.5% (Yellow) Source: 2024 California Dashboard)			Students with Disabilities (Orange)- Declined 6.4% Socioeconomically Disadvantaged (Yellow)- Declined 11.7% Source: 2024 California Dashboard)
3.21	Parent Opportunities for input in decision making	Meetings: SSC Meetings ELAC Meetings Principal Chats Board meetings	Meetings: SSC Meetings ELAC Meetings Principal Chats Board meetings		Keep track of parent participation in meetings.	No Change

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

All planned actions related to this goal were implemented during the 2024–2025 school year. These included efforts to improve student engagement and attendance, distribution of educational partner surveys, consistent use of translation services, and regular family communication and updates. These efforts helped maintain consistent contact with families and supported broad awareness of school activities and priorities.

However, despite these successes, we identified two key areas that require greater focus moving forward. First, while families received information and updates, opportunities for meaningful input and participation in decision-making were limited. This has highlighted the need to go beyond communication and intentionally build structures for parent input and collaboration.

Second, feedback from both students and staff indicated a noticeable decline in feelings of safety and security compared to previous years. While some of these challenges are related to external factors beyond the school’s control, it is clear that additional action is needed to create a more supportive and safe environment for all stakeholders.

Moving forward, we will explore concrete steps to increase family engagement in decision-making processes and develop targeted actions to rebuild a sense of safety and trust across the school community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions implemented to support engagement among students, families, and community members have laid a foundation, but overall, progress toward this goal is still in development. While we have maintained consistent communication, provided translation services, and shared surveys with educational partners, the deeper work of rebuilding community and fostering active participation is ongoing. Feedback indicates that both students and staff feel less safe than in prior years, and families are seeking more meaningful opportunities to contribute to school decision-making.

This goal remains vital, and we recognize that sustained, intentional efforts are required to rebuild trust, strengthen relationships, and reestablish a sense of shared purpose across the school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from the 2024–2025 school year, we are maintaining the overall goal and core metrics but making strategic adjustments to our actions to better support authentic engagement. In addition to doubling down on efforts to engage a broader range of stakeholders, we are adding a new component to provide clear instructions and support in multiple forms—including in-person assistance and partnerships—for families who face challenges with technology. This change is aimed at ensuring more inclusive and accessible opportunities for participation, so that all voices in our community can be heard and represented in school decision-making.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Student Engagement and Attendance	a.Our ELOP Coordinator will continue to create events for students and their families to celebrate attendance achievement. They will also work	\$99,309.00	No

Action #	Title	Description	Total Funds	Contributing
		<p>with classrooms to share resource information in newsletters for transportation, uniform acquisition and other support needed to minimize the challenges causing absenteeism. A main highlight will be the inclusion of attendance certificates in once a trimester school-wide ceremonies.</p> <p>b. Administration will collaborate on leading an attendance informational session at the beginning of the year to determine the needs of families and share the importance of consistent attendance for their students' social-emotional and academic well-being.</p> <p>Improve the usage of classroom chart trackers for attendance that reward students for tiered attendance achievements. Monthly attendance awards will be presented for perfect attendance in a school-wide ceremony.</p> <p>c. Continue to have PowerSchool, office assistant and ELOP Coordinator make phone calls and send text messages to families for absence notification and inquiries into reasons for absences.</p>		
3.2	Educational Partner Surveys	<p>a. Survey software subscription to Panorama Education. Coordinate with school administrators and staff to distribute survey links to students, families, and teachers via email, online portals, and other communication channels.</p> <p>b. Provide clear instructions and support to ensure maximum participation from all stakeholders. Provide clear instructions and support in various forms, including in-person partnerships for families who have difficulties with technology, to ensure maximum participation from all stakeholders.</p>	\$6,500.00	No
3.3	Translation Services	<p>Additional pay to classified employees who serve as translators twice per year during school wide parent conferences; consultants for professional translation of written documents (e.g., handbooks, formal parent communications, etc.)</p> <p>Translation service (Lionbridge) for staff to use as needed when communicating with families.</p>	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Communications	a. S'more for monthly online newsletters to families. b. Parent Square for mass communication and updates. c. Power School for communications about absences.	\$6,090.00	No
3.5	Families Updates and Supports	Explain upcoming modules of study and available support to families once a trimester. Host informational sessions and distribute materials to help families understand and engage with school programs.		No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Supporting the Intensive needs of Special Populations to Foster Resilience and Community	

State Priorities addressed by this goal.

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Focusing on the intensive needs of special populations is crucial for promoting equity and fostering a supportive school environment. By addressing the unique challenges faced by foster youth, unhoused families, those experiencing food insecurity, and families with transportation difficulties, we can ensure that all students have the opportunity to succeed academically and socially. Supporting these vulnerable groups not only helps to build resilience within our school community but also strengthens the overall fabric of our community by providing essential resources and creating a more inclusive environment.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Parent Information Survey	Families completed a survey addressing various aspects such as housing, technology access, availability, volunteering preferences, community connections, areas where support is needed, and special skills. We received 33 responses (30%) in English and 13 in Spanish out of 150 families enrolled.	Families completed a survey addressing various aspects such as housing, technology access, availability, volunteering preferences, community connections, areas where support is needed, and special skills and interests they have and can share with our community.		65% of families completing the survey.	Decrease of 15%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			We received 18 out of 127 (15%) families enrolled.			
4.2	Public Transportation Support	Provided clipper cards support in 2023-2024 School Year	Provided clipper cards support in 2023-2024 School Year		Maintain public transportation support based on need.	No change.

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

During the 2024–2025 school year, we implemented the planned actions for this goal, including distributing the Parent Information Survey and providing support for public transportation to families in need. While these actions were carried out as intended, we faced challenges in securing a strong response rate from families to the survey. This limited our ability to fully gauge family needs and tailor supports accordingly.

Despite this, providing public transportation assistance was a success and helped remove barriers for some families, contributing positively to their access and engagement with the school community. Moving forward, we will explore additional strategies to increase family participation and feedback to better support the intensive needs of our special populations.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between the budgeted expenditures and the estimated actual expenditures, nor between the planned and estimated actual percentages of improved services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The specific actions taken to support the intensive needs of special populations have had mixed effectiveness to date. While the provision of public transportation support has successfully addressed a critical access barrier for some families, the Parent Information Survey did not yield sufficient responses to effectively inform our strategies. This limited family input has made it challenging to fully assess and respond to the diverse needs within this population.

To enhance progress toward the goal, we recognize the need to implement additional outreach methods and engagement strategies to better connect with families and gather meaningful feedback. Strengthening these communication channels will be essential to providing targeted and effective support moving forward.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Based on reflections from the 2024–2025 school year, we are maintaining the overall goal and metrics, but we are adjusting our actions to improve effectiveness. Specifically, we will revise the Parent Information Survey to make it shorter and more accessible, as the length may have been a barrier to participation. Additionally, instead of distributing it only once, we will make the survey available multiple times throughout the school year and at various school events. These changes are intended to increase response rates and ensure we gather more meaningful input from families to better support our special populations.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Respectfully Identify Foster Youth and Connect them to Services	a. Create a form for families who are fostering a student that informs us of a brief background summary that will enable us to best support them. b. Identify resources that may be needed such as clothing, transportation and mental health services. c. Share vital info with necessary staff to be cognizant of potential needs and notify Head of School and other administrative parties of any difficulties.		Yes
4.2	Respectfully Identify Unhoused Families and Connect them to Services	a. Create a discrete process for identifying students and families experiencing homelessness. b. Partner with local shelters, housing authorities, and social services to provide immediate assistance and long-term support. c. Offer school-based resources such as hygiene supplies, clothing, and academic materials.		No

Action #	Title	Description	Total Funds	Contributing
4.3	Support Food Insecurity in the Community	<ul style="list-style-type: none"> a. Continue school-based food pantry distribution program in collaboration with Alameda Food Bank. b. Continue the free meal program for students in need, ensuring access to nutritious meals. Provide breakfast, lunch, and supper. c. Conduct outreach to identify families facing food insecurity and connect them to additional community resources. d. Create a private area for families to retrieve emergency food bags. 	\$5,000.00	No
4.4	Connecting Families Facing Transportation Difficulties to Services	<ul style="list-style-type: none"> a. Assess transportation needs through surveys and direct communication with families. b. Contact families for potential carpool arrangements, coordinate with local transportation agencies to provide solutions such as bus passes, or school transportation programs. c. Clipper Card distribution and funding. 	\$5,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
----------	--------	----------	----------------	----------------	---------------------------	----------------------------------

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year’s actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
----------	-------	-------------	-------------	--------------

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$618,566	\$68,577

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
35.321%	0.000%	\$0.00	35.321%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Enhance Instructional Support and Data-Driven Teaching</p> <p>Need: Unduplicated student groups may face challenges related to academic achievement gaps, differing learning styles, or socio-economic disparities. These students may require additional instructional support tailored to their unique needs to ensure they have</p>	The action of enhancing instructional support and implementing data-driven teaching practices is designed to address the identified needs by providing targeted interventions and personalized instruction for unduplicated student groups. By analyzing student data, educators can identify specific areas where students may be struggling and adjust their teaching methods accordingly. Providing this support on an LEA or schoolwide basis ensures that all students, particularly those who may be underserved or at-risk, receive the	Academic performance data: SBAC- Comparing the academic progress of unduplicated student groups before and after the implementation of enhanced instructional support and data-driven teaching practices.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>equal access to educational opportunities and are able to succeed academically.</p> <p>Scope:</p>	necessary resources and interventions to succeed academically.	
1.2	<p>Action: Expanded Learning Support Through ELOP</p> <p>Need: Unduplicated student groups may face challenges related to access to educational resources outside of traditional school hours, limited opportunities for academic enrichment, or socio-economic barriers that affect their ability to participate in extracurricular activities. These students may require additional support to engage in expanded learning opportunities and bridge any gaps in their educational experiences.</p> <p>Scope: Schoolwide</p>	The action of expanding learning support through the Expanded Learning Opportunity Program (ELOP) is designed to address the identified needs by providing unduplicated student groups with access to a wide range of educational and enrichment activities beyond the regular school day. By offering extended learning opportunities, such as after-school programs, tutoring, homework assistance, and enrichment activities, the LEA aims to support the holistic development of unduplicated student groups and enhance their academic achievement. Providing this support on an LEA or schoolwide basis ensures equitable access to expanded learning opportunities for all students, particularly those who may face barriers to participation.	<p>Participation rates: Tracking the participation of unduplicated student groups in expanded learning programs and activities to assess their engagement and involvement.</p> <p>Academic performance data: Analyzing the academic progress of unduplicated student groups who participate in ELOP compared to those who do not, to determine if there are improvements in their academic achievement.</p> <p>Attendance rates: Monitoring the attendance rates of unduplicated student groups to determine if participation in expanded learning opportunities has a positive impact on their school attendance and overall engagement.</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.3	<p>Action: Integrating Waldorf Coaching with Eureka Math and Imagine Learning for Holistic Student Development</p> <p>Need: Unduplicated student groups may face challenges in comprehending and engaging with various academic subjects, including mathematics and language development. These students may require additional support to enhance their understanding and proficiency in these areas, ensuring holistic development and academic success.</p> <p>Scope:</p>	<p>Integrating Waldorf coaching with Eureka Math and Imagine Learning aims to address the identified needs by providing unduplicated student groups with comprehensive support in mathematics and language development. Waldorf coaching emphasizes a holistic approach to education, focusing on the development of the whole child—cognitive, emotional, and physical aspects. By integrating this coaching approach with Eureka Math and Imagine Learning, the LEA aims to enhance students' conceptual understanding, problem-solving skills, and language acquisition abilities. Providing this integrated support on an LEA or schoolwide basis ensures equitable access to effective teaching practices for all students, particularly those who may face challenges in mathematics and language development.</p>	<p>Academic performance data: Analyzing student achievement scores in mathematics and language development before and after the implementation of integrated coaching to assess improvements in proficiency levels.</p> <p>Student engagement: Monitoring student participation and engagement in mathematics and language learning activities to determine the impact of integrated coaching on student motivation and interest.</p> <p>Teacher feedback: Gathering feedback from teachers on the effectiveness of integrated coaching in supporting student learning and addressing the needs of unduplicated student groups.</p>
1.4	<p>Action: Targeted Foundational Literacy with UFLI Foundations</p>	<p>Targeted Foundational Literacy with UFLI Foundations is designed to address the identified needs by providing specialized intervention focused on developing essential literacy skills. The</p>	<p>Literacy assessment data: NWEA, Fountas & Pinnell, and SBAC</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: Unduplicated student groups, including English Learners and economically disadvantaged students, often face challenges in developing foundational literacy skills. These students may require targeted support to improve their reading fluency, comprehension, and language proficiency, essential for academic success across all subjects.</p> <p>Scope: Schoolwide</p>	<p>program targets specific areas of need, such as phonemic awareness, vocabulary development, and reading comprehension, through evidence-based instructional strategies tailored to the diverse learning needs of unduplicated student groups. Providing this intervention on an LEA or schoolwide basis ensures equitable access to high-quality literacy instruction for all students, particularly those who require additional support in developing foundational reading skills.</p>	<p>Progress monitoring data: Monitoring students' progress in targeted literacy interventions through ongoing formative assessments to assess skill acquisition and growth.</p> <p>English Language Proficiency data: Assessing English Learners' language proficiency levels to determine improvements in reading and language skills as a result of targeted foundational literacy instruction.</p>
1.5	<p>Action: Facilities, Curriculum and Credentialed teachers</p> <p>Need: We want to ensure that all students have access to high-quality facilities, curriculum materials, and credentialed teachers.</p> <p>Scope: Schoolwide</p>	<p>By providing well-maintained facilities, access to a comprehensive curriculum aligned with academic standards, and instruction from qualified teachers, the LEA aims to create an equitable learning environment where all students have the resources and support necessary to succeed academically.</p>	<p>Facility maintenance reports: Monitoring the condition of facilities through regular inspections and maintenance reports to ensure that all students have access to safe and conducive learning environments.</p> <p>Curriculum alignment data: Reviewing curriculum materials to ensure alignment with state academic standards and</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
			<p>assessing the extent to which all students have access to rigorous and engaging instructional materials.</p> <p>Teacher credentialing data: Tracking the qualifications and credentials of teachers to ensure that all students are taught by highly qualified educators who possess the necessary expertise and training to meet diverse learning needs.</p> <p>Student achievement data: Analyzing academic performance data, including standardized test scores and course grades, to assess whether improvements in facilities, curriculum, and teacher quality are positively impacting student outcomes, particularly for unduplicated student groups.</p>
2.1	Action: Targeted Success: Tier 2 Interventions for Enhanced Math and Reading Achievement	Building Foundational Skills for All: Universal Benefits: Programs like UFLI Foundations and Eureka Math are designed to	Student's success will be determined with Fountas & Pinnell Benchmark assessments, NWEA

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: We currently have 103 students that are identified as English Language Learners. 79.2% of our population falls under the socioeconomically disadvantaged category according to the 2023 Dashboard. 34 students were identified by teachers and staff as needing Tier 2 support.</p> <p>Scope: Schoolwide</p>	<p>build foundational skills in reading and math. While they are crucial for unduplicated pupils, they also benefit the entire student population by strengthening basic skills that are essential for academic success.</p> <p>Early Identification and Support: Schoolwide interventions help in the early identification of all students who may need additional help, ensuring that unduplicated pupils are not overlooked and receive timely support.</p>	<p>MAP, ELPAC, and CAASPP testing to ensure that there is growth throughout the school year.</p>
3.3	<p>Action: Translation Services</p> <p>Need: There are currently 103 students who are enrolled that are identified as English Language Learners. 35 of these students are new to the country.</p> <p>Scope: Schoolwide</p>	<p>Providing this action school wide ensures that all ELL students and their families can effectively communicate with teachers, staff, and peers, supporting their integration into the school community and enhancing their ability to access the curriculum and participate in school activities. Ensuring seamless communication helps in creating an inclusive environment, crucial for their social-emotional well-being and academic success. Additionally, translation services make educational resources, school policies, and important information accessible to ELL students and their families, facilitating their understanding and engagement with the school system.</p> <p>Offering translation services on a schoolwide basis promotes equity by ensuring that all students, regardless of their language background, have equal access to information and educational opportunities, fostering a more inclusive and supportive school environment. It strengthens the sense of community within the school, encouraging interaction and collaboration among</p>	<p>We will evaluate the effectiveness of our actions through regular climate surveys for parents, students, and teachers, assessing their perceptions of inclusiveness, communication, and the overall school environment. Additionally, we will track participation rates in parent opportunities for input in decision-making processes, such as meeting attendance, school committee engagement, and survey response rates</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		students, parents, and staff from diverse linguistic backgrounds.	
4.1	<p>Action: Respectfully Identify Foster Youth and Connect them to Services</p> <p>Need: Although our Dashboard data indicates that 0% of our population were Foster Youth in 2023, we recognize that students still require support as we identify their needs</p> <p>Scope: Schoolwide</p>	The action of respectfully identifying Foster Youth and connecting them to services addresses the needs of unduplicated pupils by ensuring that all students, including those not officially classified, receive the support they need. This proactive approach fills identification gaps and provides critical resources, ensuring equitable access to educational opportunities. Implementing these actions on an LEA-wide or schoolwide basis guarantees that no student is overlooked, promoting a consistent, inclusive approach. This fosters a culture of awareness and responsiveness, building a supportive and equitable environment for all students.	We will use the parent information survey completion to determine effectiveness.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
2.2	<p>Action: Develop interventions and practices to support English Learner achievement.</p> <p>Need: There are currently 103 students who are enrolled that are identified as English Language Learners and our English Language Development Program monitors our students</p>	Students will participate in intervention programs utilizing programs such as Ellii.com, Leveled Literacy Intervention, Launch to Literacy, Each program assessments will be monitored and reviewed every two weeks to ensure the intervention programs are being successful.	Student's success will be determined with Fountas & Pinnell Benchmark assessments, NWEA MAP, ELPAC, and CAASPP testing to ensure that there is growth throughout the school year.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>as well as creates intervention programs to support student growth in the areas (Speaking Listening, Reading, Writing) they need most improvement as defined by assessments such as ELPAC, CAASPP, Fountas & Pinnell, and NWEA MAP.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

To support our schools with over 55 percent foster youth, English learners, and low-income students, we will use the additional concentration grant add-on funding to significantly increase the number of staff providing direct services. This effort will focus on enhancing Tier 2 support and English Learner (EL) support, aligned with our strategic intervention plan. We will hire more reading and math intervention specialists who will be trained in UFLI Foundations and Eureka Math to conduct focused pull-out sessions and provide in-class support. These specialists will address specific skill gaps and reinforce key concepts, ensuring personalized and effective academic assistance. Additionally, we will employ more EL specialists and bilingual aides to improve language proficiency and support classroom integration for English learners.

Regular progress monitoring using NWEA MAP assessments and Fountas & Pinnell Benchmark Assessments will ensure that our interventions remain effective and responsive to students' needs. Weekly data review meetings will facilitate collaborative problem-solving among intervention specialists, EL specialists, and classroom teachers, promoting the sharing of best practices. Comprehensive evaluations at the end of each term will summarize student progress and inform future improvements. By increasing our staffing and focusing on targeted support, we aim to create an equitable and inclusive learning environment where all students, particularly those most in need, can thrive academically.

--

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	NA	10 classified for 175 students
Staff-to-student ratio of certificated staff providing direct services to students	NA	18 certificated for 175 students

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	1,751,253	618,566	35.321%	0.000%	35.321%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$1,403,654.00	\$692,394.00	\$5,000.00	\$56,675.00	\$2,157,723.00	\$1,751,709.00	\$406,014.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Enhance Instructional Support and Data-Driven Teaching	All	No			All Schools Specific Schools: Community School For Creative EducationCommunity School for Creative Education		\$0.00	\$53,585.00	\$53,585.00				\$53,585.00	
1	1.2	Expanded Learning Support Through ELOP	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Fall 2025-Summer 2026	\$171,525.00	\$148,583.00		\$320,108.00			\$320,108.00	
1	1.3	Integrating Waldorf Coaching with Eureka Math and Imagine Learning for Holistic Student Development	All	No			All Schools	2025-2026 school year	\$0.00	\$11,000.00	\$11,000.00				\$11,000.00	
1	1.4	Targeted Foundational Literacy with UFLI Foundations	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Fall 2025-Spring 2027	\$110,105.00	\$0.00	\$110,105.00				\$110,105.00	
1	1.5	Facilities, Curriculum and Credentialed teachers	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Fall 2025-Spring 2027	\$685,128.00	\$147,400.00	\$822,528.00			\$10,000.00	\$832,528.00	
2	2.1	Targeted Success: Tier 2 Interventions for Enhanced Math and Reading Achievement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth	All Schools	Fall 2025-Summer 2027	\$196,357.00	\$0.00		\$196,357.00			\$196,357.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
2	2.2	Develop interventions and practices to support English Learner achievement.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Fall 2025-Summer 2027	\$0.00	\$12,895.00				\$12,895.00	\$12,895.00	
2	2.3	Provide Individualized Support to Special Education Students	Students with Disabilities	No			All Schools		\$357,655.00	\$0.00	\$170,617.00	\$162,258.00		\$24,780.00	\$357,655.00	
2	2.4	Support Student Social Emotional and Mental Health	Students with Disabilities Students Identified as needing Mental Health Supports	No					\$137,591.00	\$0.00	\$123,920.00	\$13,671.00			\$137,591.00	
3	3.1	Student Engagement and Attendance	All	No			All Schools		\$93,348.00	\$5,961.00	\$99,309.00				\$99,309.00	
3	3.2	Educational Partner Surveys	All	No			All Schools	Fall 2025-Spring 2027	\$0.00	\$6,500.00	\$6,500.00				\$6,500.00	
3	3.3	Translation Services	English Learners	Yes	School wide	English Learners		Fall 2025-Spring 2027	\$0.00	\$4,000.00				\$4,000.00	\$4,000.00	
3	3.4	Communications	All	No			All Schools	Fall 2025-Spring 2027	\$0.00	\$6,090.00	\$6,090.00				\$6,090.00	
3	3.5	Families Updates and Supports	All	No			All Schools									
4	4.1	Respectfully Identify Foster Youth and Connect them to Services	Foster Youth	Yes	School wide	Foster Youth										
4	4.2	Respectfully Identify Unhoused Families and Connect them to Services	All	No			All Schools									
4	4.3	Support Food Insecurity in the Community	All	No			All Schools		\$0.00	\$5,000.00			\$5,000.00		\$5,000.00	
4	4.4	Connecting Families Facing Transportation Difficulties to Services	All	No			All Schools		\$0.00	\$5,000.00				\$5,000.00	\$5,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,751,253	618,566	35.321%	0.000%	35.321%	\$932,633.00	0.000%	53.255 %	Total:	\$932,633.00
								LEA-wide Total:	\$0.00
								Limited Total:	\$0.00
								Schoolwide Total:	\$932,633.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Enhance Instructional Support and Data-Driven Teaching				Specific Schools: Community School For Creative Education	\$53,585.00	
1	1.2	Expanded Learning Support Through ELOP	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.4	Targeted Foundational Literacy with UFLI Foundations	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$110,105.00	
1	1.5	Facilities, Curriculum and Credentialed teachers	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	\$822,528.00	
2	2.1	Targeted Success: Tier 2 Interventions for Enhanced Math and Reading Achievement	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Develop interventions and practices to support English Learner achievement.	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.3	Translation Services	Yes	Schoolwide	English Learners			
4	4.1	Respectfully Identify Foster Youth and Connect them to Services	Yes	Schoolwide	Foster Youth			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,278,291.00	\$2,275,191.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Enhance Instructional Support and Data-Driven Teaching	No	\$56,880.00	\$56,880.00
1	1.2	Expanded Learning Support Through ELOP	Yes	\$327,689.00	\$327,689.00
1	1.3	Integrating Waldorf Coaching with Eureka Math and Imagine Learning for Holistic Student Development	No	\$11,000.00	\$11,000.00
1	1.4	Targeted Foundational Literacy with UFLI Foundations	Yes	\$92,960.00	\$92,960.00
1	1.5	Facilities, Curriculum and Credentialed teachers	Yes	\$890,614.00	\$890,614.00
2	2.1	Targeted Success: Tier 2 Interventions for Enhanced Math and Reading Achievement	Yes	\$105,000.00	\$105,000.00
2	2.2	Develop interventions and practices to support English Learner achievement.	Yes	\$13,432.00	\$13,432.00
2	2.3	Provide Individualized Support to Special Education Students	No	\$562,620.00	\$562,620.00
2	2.4	Support Student Social Emotional and Mental Health	No	\$100,711.00	\$100,711.00
3	3.1	Student Engagement and Attendance	No	\$90,795.00	\$90,795.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.2	Educational Partner Surveys	No	\$6,500.00	\$6,500.00
3	3.3	Translation Services	Yes	\$4,000.00	\$4,000.00
3	3.4	Communications	No	\$6,090.00	\$6,090.00
3	3.5	Families Updates and Supports	No		
4	4.1	Respectfully Identify Foster Youth and Connect them to Services	Yes		
4	4.2	Respectfully Identify Unhoused Families and Connect them to Services	No		
4	4.3	Support Food Insecurity in the Community	No	\$5,000.00	\$1,900.00
4	4.4	Connecting Families Facing Transportation Difficulties to Services	No	\$5,000.00	\$5,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
601,418	\$917,798.00	\$917,798.00	\$0.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.2	Expanded Learning Support Through ELOP	Yes				
1	1.4	Targeted Foundational Literacy with UFLI Foundations	Yes	\$37,184.00	37,184		
1	1.5	Facilities, Curriculum and Credentialed teachers	Yes	\$880,614.00	880,614		
2	2.1	Targeted Success: Tier 2 Interventions for Enhanced Math and Reading Achievement	Yes				
2	2.2	Develop interventions and practices to support English Learner achievement.	Yes				
3	3.3	Translation Services	Yes				
4	4.1	Respectfully Identify Foster Youth and Connect them to Services	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
2,312,052	601,418		26.012%	\$917,798.00	0.000%	39.696%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statutes of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
 - If the LEA has unexpended LREBG funds the LEA must provide the following:
 - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
 - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
 - An explanation of how the action is aligned with the allowable uses of funds identified in [EC Section 32526\(c\)\(2\)](#); and
 - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by [EC Section 32526\(d\)](#).
 - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the [LREBG Program Information](#) web page.
 - Actions may be grouped together for purposes of these explanations.
 - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
 - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: [EC Section 52060\(g\)](#) and [EC Section 52066\(g\)](#) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: [EC Section 47606.5\(d\)](#) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the [CDE's LCAP webpage](#).

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see [Education Code Section 52062](#);
 - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see [Education Code Section 52068](#); and
- For charter schools, see [Education Code Section 47606.5](#).

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
 - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The [LCFF State Priorities Summary](#) provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

- (A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and
- (B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school’s educators, if applicable.
- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school’s educators.
 - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
 - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school’s educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
 - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: [EC Section 42238.024\(b\)\(1\)](#) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #
<ul style="list-style-type: none">• Enter the metric number.
Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
 - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
 - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
 - Indicate the school year to which the baseline data applies.
 - The baseline data must remain unchanged throughout the three-year LCAP.
 - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
 - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
 - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
 - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 . Leave blank until then.	Enter information in this box when completing the LCAP for 2026–27 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 or when adding a new metric.	Enter information in this box when completing the LCAP for 2025–26 and 2026–27 . Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. “Effective” means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as “Not Applicable.”

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
 - Include a discussion of relevant challenges and successes experienced with the implementation process.
 - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
 - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
 - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
 - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
 - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
 - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
 - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
 - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496 in the Increased or Improved Services section of the LCAP.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
 - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
 - Professional development for teachers.
 - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
 - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
 - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
 - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to [EC Section 32526\(d\)](#). For information related to the required needs assessment please see the Program Information tab on the [LREBG](#)

[Program Information](#) web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the [California Statewide System of Support LREBG Resources](#) web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in [EC Section 32526\(c\)\(2\)](#).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
 - Identify the action as an LREBG action;
 - Include an explanation of how research supports the selected action;
 - Identify the metric(s) being used to monitor the impact of the action; and
 - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA’s description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 CCR Section 15496[a]). This proportionality percentage is also known as the “minimum proportionality percentage” or “MPP.” The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero (\$0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA’s unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA’s needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.
- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.
- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.
- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.
- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
 - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
 - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year:** Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant:** Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 CCR Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
 - **Scope:** The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
 - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
 - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span:** Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel:** This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
 - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
 - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
 - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost \$165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of \$165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the ‘Contributing to Increased or Improved Services?’ column will need to be checked to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures:** Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the ‘Contributing to Increased or Improved Services?’ column to ensure that only actions with a “Yes” are displaying. If actions with a “No” are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the “Yes” responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions:** Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
 - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been \$169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of \$169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant:** Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 CCR Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See EC sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 CCR Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
 - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
 - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to EC Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
 - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
 - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

- This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024